



wireless generation®
Professional Services

Indiana Department of Education
December Webinar:
Data Conversations
Monica Peavy



IDOE December Webinar Data Driven Meetings

When do you plan to have data conversations?

Who will attend your data meetings?

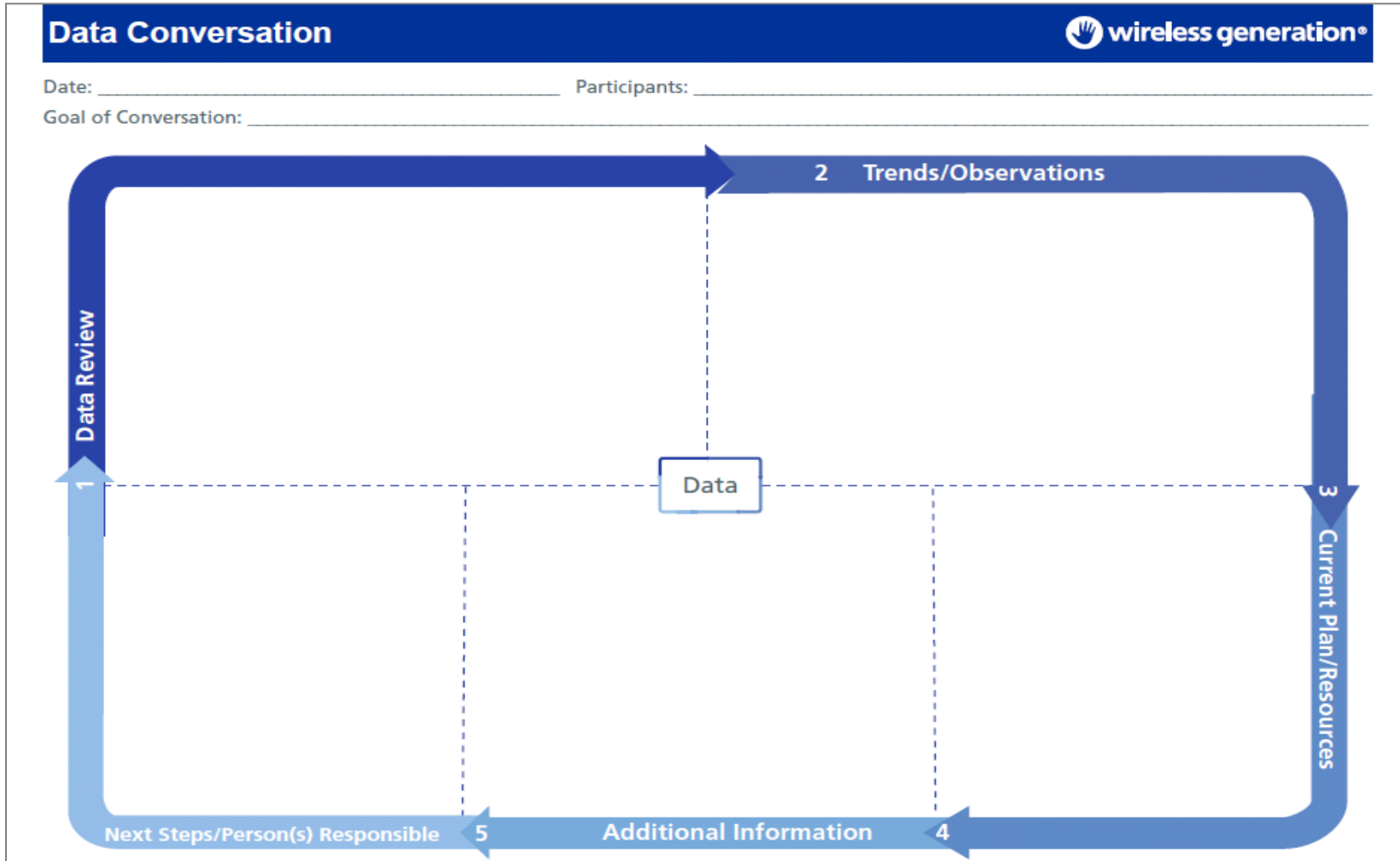
How will you ensure meaningful conversations occur?

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Steps to Implementing a Data Driven Meeting

- 1. Review data**
- 2. Identify trends in student data**
- 3. Identify current resources to address student needs**
- 4. Develop a check-in process for accountability**

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1. Reviewing Data class lists, PM data, student probes

1st Grade : Beginning Benchmark

TRC				DIBELS	
TRC Proficiency Level	BOY Prof Level	Prog. Mon (BOY to MOY)	Goal	BOY Overall	BOY
BELOW PROFICIENT					
Magnani, Allyson	<PC	No progress since BOY	E	13	?
Pierce, Esther	<PC		E	3	?
Skillman, Ted	<PC	No progress since BOY	E	7	?
Calise, Jessie	PC		E	11	?
Efaw, Max	PC	No progress since BOY	E	6	?
Ottesen, Julianne	PC		E	10	?
Balko, Radley	RB		E	18	?

11 Letter Sounds/Min 32

HIGH RISK SOME RISK LOW RISK

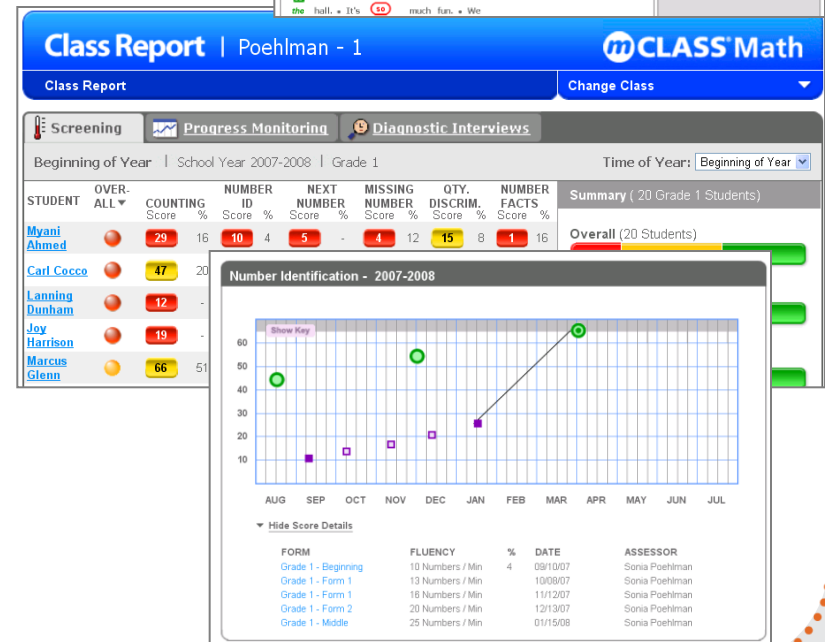
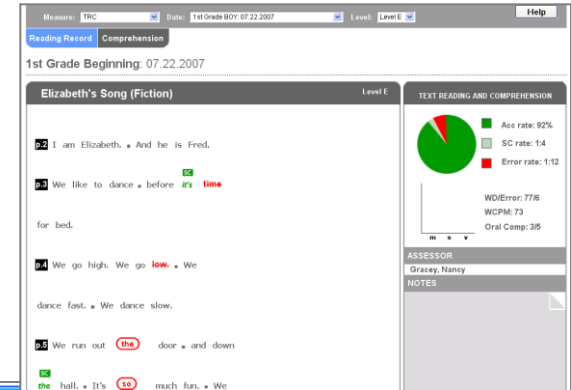
13 24

3/3 1/3 1/2 1/3 1/3

w u b d o j i k v u s n u k

1/2 3/3 0/3 0/3 0/3

u l z e l f e b w u j h i z



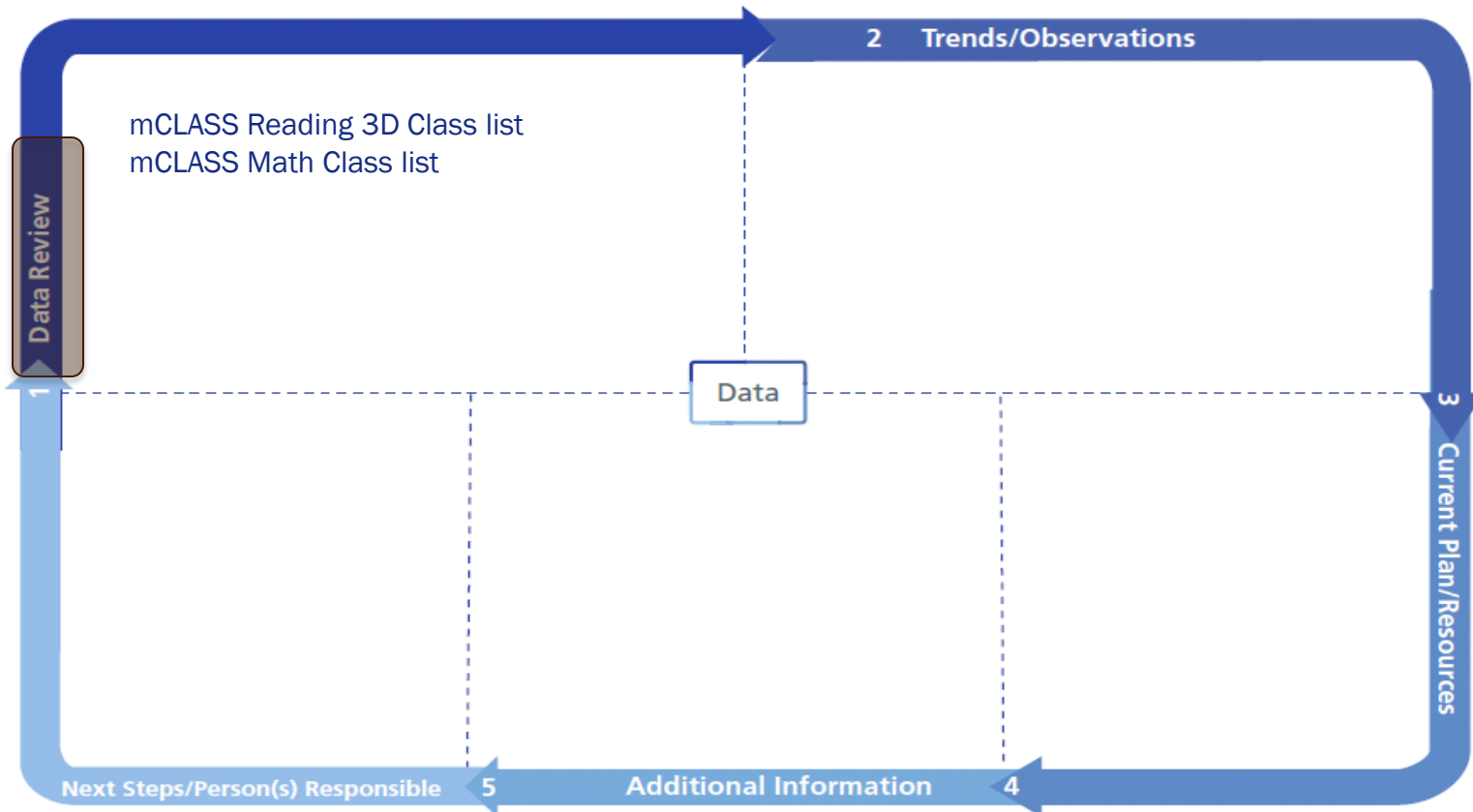
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Data Conversation



Date: 11/12/10 Participants: Anderson, Jones, Zimmerman

Goal of Conversation: Creating cross class groups in grade 1



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Data Driven Meetings

2. Identifying trends in student data
 - a. Are there specific students who should receive targeted instruction?
 - b. Are there specific skills/measures where students did not meet the benchmark?

LNF			PSF			NWF		
Goal: 37			Goal: 35			Goal: 24		
SCORE	STATUS	PTILE	SCORE	STATUS	PTILE	SCORE	STATUS	PTILE
13	HIGH RISK	9	9	DEFICIT	20	11	HIGH RISK	32
20	HIGH RISK	23	9	DEFICIT	20	6	HIGH RISK	11
16	HIGH RISK	12	10	EMERGING	25	11	HIGH RISK	32
24	HIGH RISK	31	5	DEFICIT	9	13	HIGH RISK	32
6	HIGH RISK	5	7	DEFICIT	12	10	HIGH RISK	32
3	HIGH RISK	4	0	DEFICIT	5	3	HIGH RISK	32
9	HIGH RISK	6	16	EMERGING	45	7	HIGH RISK	32

Screening Progress Monitoring Diagnostic Interviews											
Beginning of Year School Year 2007-2008 Grade 1											
Time of Year: Beginning of Year											
STUDENT	OVER-ALL	COUNTING	NUMBER	NEXT	MISSING	QTY.	NUMBER	Summary (20 Grade 1 Students)			
		Score %	ID Score %	NUMBER Score %	NUMBER Score %	DISCRIM. Score %	FACTS Score %				
Myani Ahmed	●	29 16	10 4	5 -	4 12	15 8	1 16	Overall (20 Students)			
Carl Cocco	●	47 20	7 -	10 20	1 -	5 -	0 8	Counting (20 Students)			
Lanning Dunham	●	12 -	3 -	3 -	0 -	1 -	0 8				
Joy Harrison	●	19 -	5 -	8 16	0 -	2 -	1 16				

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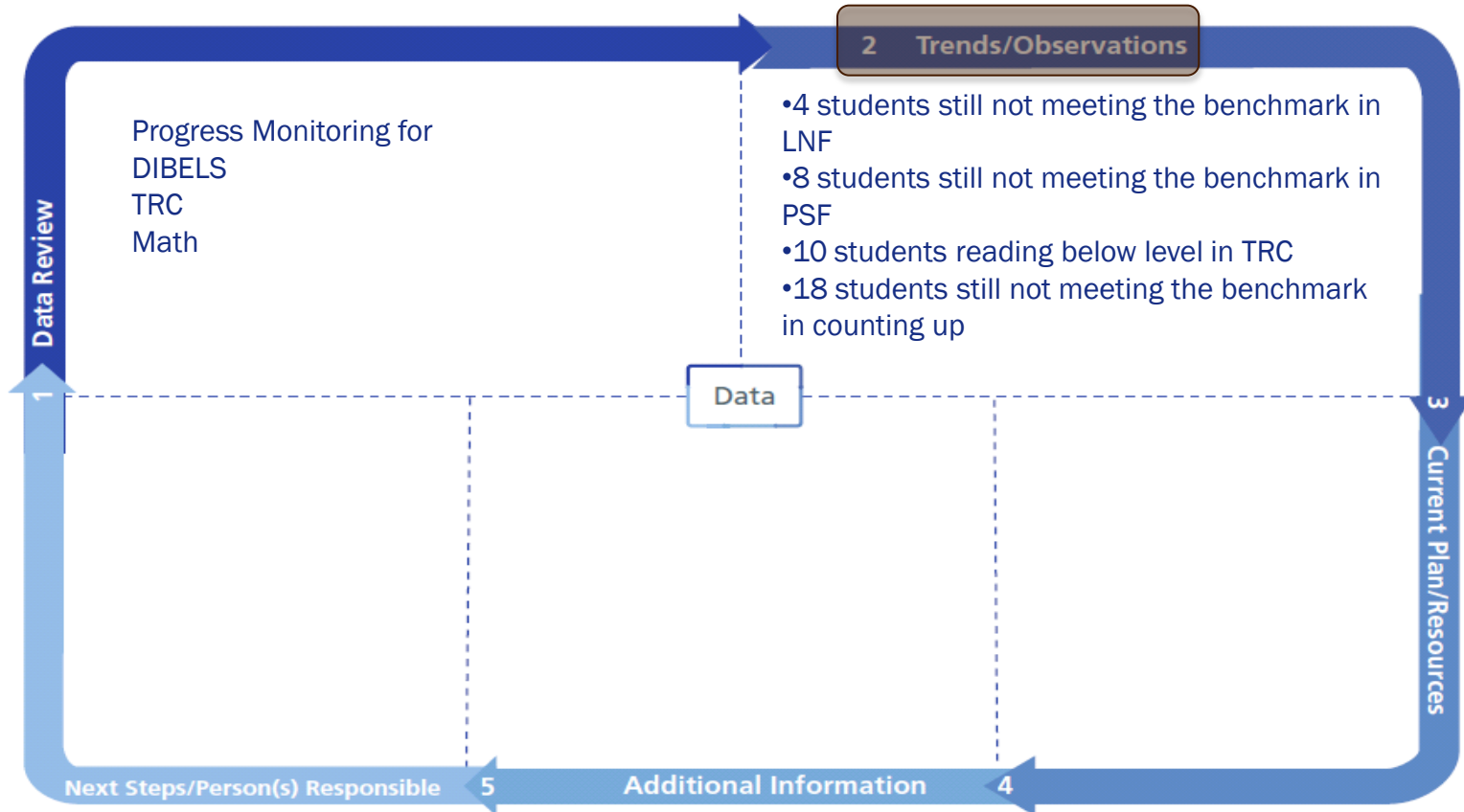
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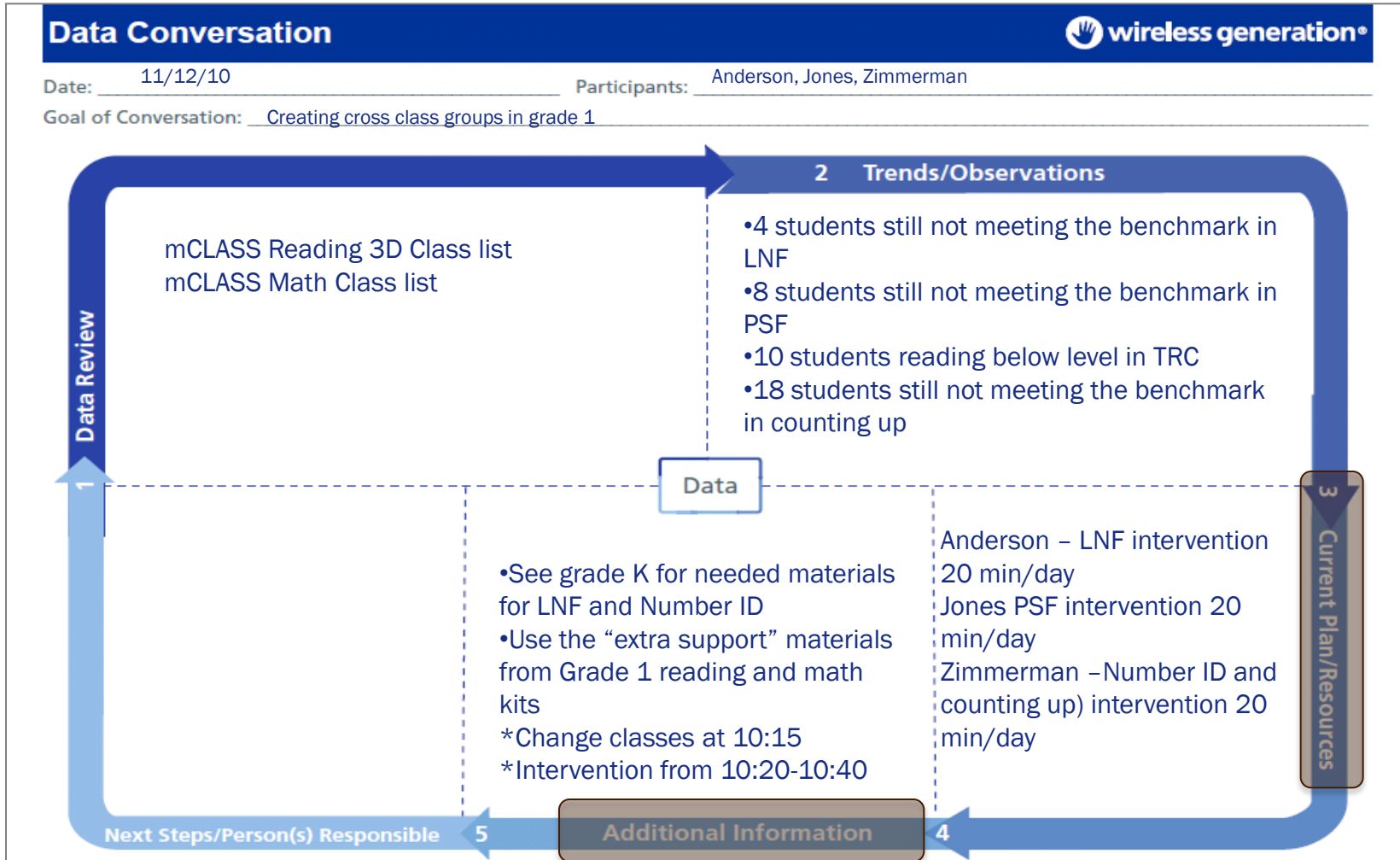
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- 3. Identify current resources to address student needs**
 - a. What curricular materials will allow you to address any skills that need to be re-taught?**
 - b. Determine who is available to provide intervention instruction**
 - c. Determine when intervention will take place and how often**

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- 4. Develop a check-in process for accountability**
 - a. Who will identify curricular resources?**
 - b. Who will work with students needing intervention**
 - c. How will student growth be measured?**
 - d. Who will measure student growth?**

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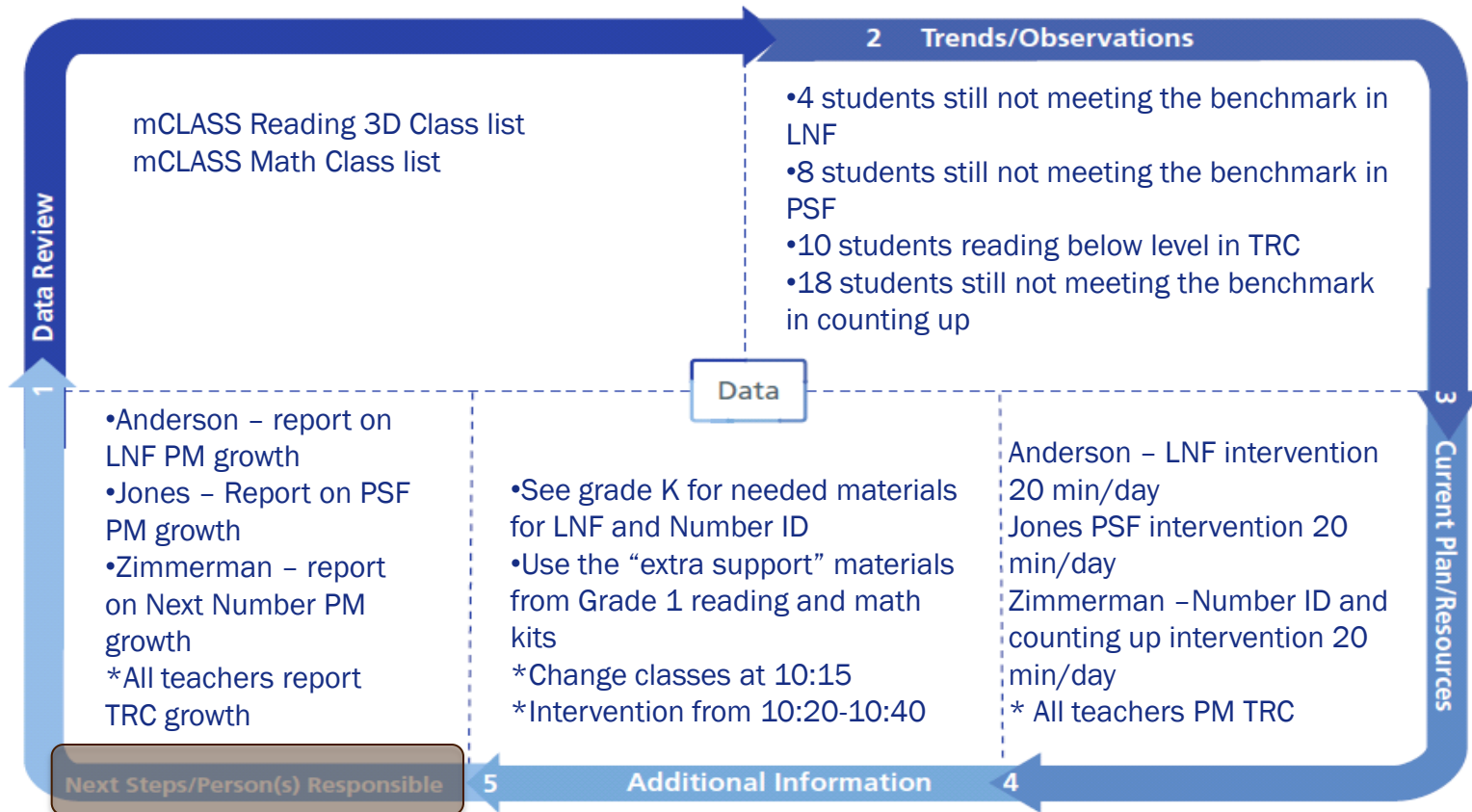
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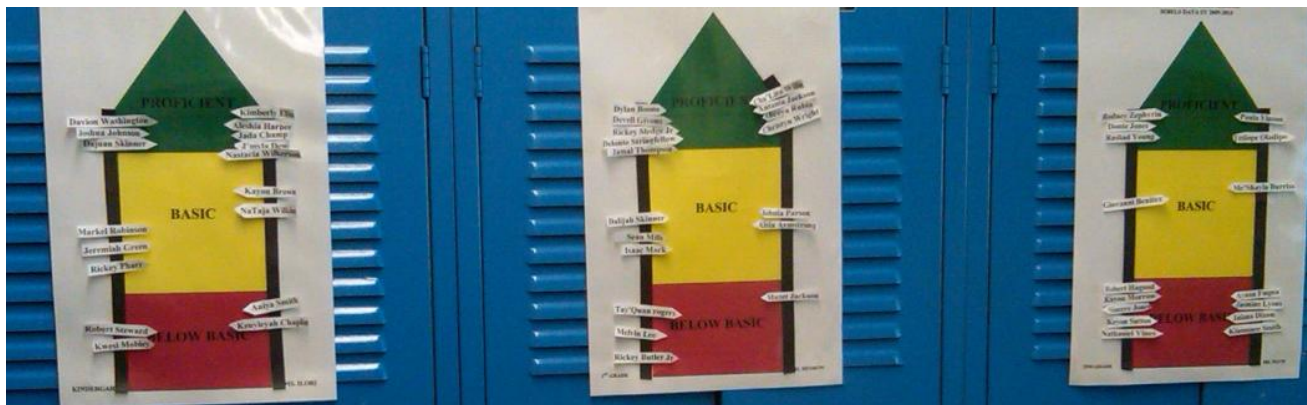
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Data Walls

Involve building leaders in the creation of data walls.

Determine:

- How data should be displayed
- A focus for your data wall
- How students might be involved



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What questions do you still have?

